

# System Training and Response Team

## Submitting Information to SAIS for Students Who Participate in Special Education and English Language Learner Programs

9:00 AM – 12:30 PM

### Welcome

- Introductions
- Workshop logistics
- Scope of workshop

### Contacting the STaR Team

- On-demand assistance
- SAIS Information and Updates by E-mail

### Overview of SAIS data requirements

- Student Need Transaction
- SPED and ELL Program Participation Transactions
- Initial IEP Transaction
- Early Childhood Preschool Assessment Transaction

⇒ ***Break for those who work exclusively with SPED data***

- ELL Student Assessment Transaction

### ***Break for everyone***

### Checking Submission Results

- SAIS Import Processing
- ADE Generated Student Detail Reports
- SAIS Integrity Processing

### ADE Timelines Related to State Aid for SPED and ELL

- Participation dates for inclusion in funding
- ADE data processing timeline
- Suggested routine for validating SAIS data to ensure proper funding

### Using SAIS Online to report information for students who are tuitioned-out to private schools or who participate in Head Start

- Requesting access and selecting user roles
- Avoiding common mistakes
- Additional training and assistance

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## Details Relating to Submitting Information to SAIS for English Language Learners

### What is SAIS?

The Student Accountability Information System (SAIS) is made up of several ADE computer systems including the Student Detail Database, School Finance Student Counts System and other systems used for various purposes (i.e., Adequate Yearly Progress, AZ Learns, Special Education Annual Data Collection).

### How is the data submitted to ADE?

Information is stored and managed locally through student management systems (SMS) that comply with SAIS data requirements. Required data is submitted to the SAIS Student Detail Database via the Internet using the Student Detail Data Interchange (SDDI) on ADE's Common Logon (secure web site).

### When is the data submitted to ADE?

By law, data must be submitted to SAIS at least once every 20 school days; however, it is always in the best interests of a local educational agency (LEA) to submit student information so that it is complete and accurate when ADE processes it for purposes related to generating funding and to satisfy other state and federal reporting requirements.

### What ELL data is collected in SAIS?

- **Student Enrollment** – An ELL student must be enrolled as a member of the school where he/she participates in an ELL program for each day of his/her program participation.
- **Primary Home Language** – The result of the Home language Survey taken at the time a student enrolls in a school. The Primary Home Language is reported to SAIS as part of the Student Enrollment transaction.
- **Need Code** – Indicates a student's particular Need (LEPS).
- **Need Entry Date** – Any date within the fiscal year for which the Need exists. Simply indicates that the student has a Need at some point during the reporting year. For students with limited English proficiency, the Need Entry date is only submitted if the student has been assessed as having the Need, but is not participating in the English Language Learner program.
- **Program Code** – Indicates the particular ELL program in which a student participates (i.e., Structured or Sheltered English Immersion, Bilingual with a Waiver, Mainstream).
- **Program Entry Date** – The date a student's ELL program participation begins each year or the date when a student returns to participate in the program during the same year following a previous exit.
- **Program Exit Date** – Date of exit from an ELL program. Submitted if a student exits from an ELL program for any reason during the school year. ELL program exit dates and reasons are not submitted to SAIS if a student is participating in a program at the end of a school year.
- **Program Exit Reason** – Code indicating the reason a student has exited from an ELL program. (Required when an exit date is submitted.)
- **Language Participation Status** – Indicates if a student is a new or continuing English Language Learner. (Please see "Data Transaction Code Value" for full descriptions of New and Continuing.)
- **Assessment Date** – The date(s) the Oral, Reading and Writing sub-portions of the Arizona English Language Learner Assessment (AzELLA) were administered.

- **Scaled Assessment Score** – The scaled score achieved by a student on each sub-portion of AzELLA. (Included in the report obtained from Harcourt.)
- **Proficiency Level** – Also referred to as Performance Level – The level of proficiency attributed to a student in each sub-area (Oral, Reading and Writing) as measured by AzELLA. (i.e., Pre-emergent, Emergent, Basic, Intermediate or Proficient) (Included in the report obtained from Harcourt.)
- **Overall Assessment Result** – Indicates if a student is eligible to participate in an ELL program. The Overall Assessment Result is derived from the Overall Proficiency Level. Students whose Overall Proficiency Level is anything other than “Proficient” are eligible to participate in an ELL program and are assigned an Overall Assessment Result of “New English Language Learner,” “Continuing ELL,” or “ELL After Reassessment” as appropriate. Students who have an Overall Proficiency Level of “Proficient” are assigned an Overall Assessment Result of “Initial Fluent English Proficient” or English Language Learner after Reclassification” as appropriate. An Overall Assessment Result of “Continuing Fluent English Proficient” may be assigned to a student who was previously “Reclassified as Fluent English Proficient” and is being monitored. (Please see “Data Transaction Code Value” for full descriptions of Overall Assessment Results.)
- **Overall Proficiency Level** – The level of English language proficiency attributed to a student as a result of performance on AzELLA. (i.e., Pre-emergent, Emergent, Basic, Intermediate or Proficient) (Included in the report obtained from Harcourt.)

### Codes used in SAIS

Available for download at <http://www.ade.az.gov/sais/saisdbdocs.asp> “Data Transaction Code Value”

### How is data verified?

Verifying that the data that resides in SAIS is complete and accurate is accomplished by checking ADE generated reports that are available in the Download Area of the Student Detail Data Interchange. The SDELL71 Report, SDELL72 Report (accessed from the school level), and SDELL70 Report (accessed from the school or district/charter holder level) contain real time (current) raw data that has been submitted to and successfully processed in SAIS. Use the SDELL71 to verify that information for each student who participates in an ELL program is complete and accurate. Use the SDELL72 and/or SDELL70 to verify the assessment data that resides in SAIS.

The Student Integrity Status Report (currently available at the school level, but expected to be available at the district/charter holder level later this year) displays error messages for students whose records have failed in ADE SAIS integrity processing. Students whose records fail in integrity processing are usually ineligible for funding. Therefore, it is in an LEA’s best interests to appropriately address all integrity errors.

### What is the relationship between SAIS data and State funding?

State Aid is based on two factors: 1) Add-on Weight; 2) Program participation dates.

Example – The ELL add-on weight is 0.115. Assuming that the student participates in ELL on each of the 3 program participation dates (October 1, December 15, February 1) ELL add-on would be calculated by multiplying the ELL add-on weight (0.115) by the base level amount (\$3133.53\*).

*\*Base level amount stated without consideration of District/Charter size, isolation of district, or Teacher Experience Index (TEI).*

### What is the relationship between SAIS data and Federal funding?

Federal funding is based on the count of ELL students in a district or charter. (Count is determined by participation on the participation dates described above.) The allocation for each student is determined by dividing the total federal allocation for the state by the total number of students reported. Federal funding for ELL is distributed through the Title III LEP Program Grant.

### How can I get help if I have more questions or need further assistance with SAIS issues?

Use the form to [Request Training and Assistance](http://www.ade.az.gov/schoolfinance/star) available on the STaR Team web site at <http://www.ade.az.gov/schoolfinance/star>



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## SAIS Codes applicable to ELL – Fiscal Year 2007

### ELL Need Code

Code	Description
LEPS	English Language Learner

### ELL Program Codes

Code	Description
A	Structured or Sheltered English Immersion (SEI)
B1	Bilingual/Dual Language with Waiver 1
B2	Bilingual/Dual Language with Waiver 2
B3	Bilingual/Dual Language with Waiver 3
M	Mainstream

### ELL Program Exit Reason Codes

Code	Description
1	Reclassified as Fluent English Proficient (FEP) by reassessment
2	Withdrawn from school
3	Withdrawn by parent request
5	Transferred to a different program (i.e., transferred from SEI to Mainstream)
7	Withdrawn due to SPED criteria
8	Transferred to a different track

### Language Participation Status Codes

Code	Short Description	Definition
C	Continuing	<u>Continuing</u> - Student is an ELL and was classified as an ELL in Arizona in a prior fiscal year(s).
N	New	<u>New</u> - Student was assessed and is eligible to be classified as an ELL for the very first time in Arizona. <b>Note:</b> A Student should only be classified as a New ELL in Arizona one time.

## Overall Assessment Result Codes

Code	Short Description	Definition
1	New English Language Learner (New ELL)	The overall result of this assessment qualifies the student to be eligible to participate in an ELL program for the first time in Arizona.  <i>Note: A student should only be classified as a New ELL in Arizona one time.</i>
2	Continuing English Language Learner (Continuing ELL)	The overall result of this assessment qualifies the student to continue to be eligible to participate in an ELL program. This is not the first assessment that shows the student to be eligible to participate in an ELL program and the student has never been Reclassified FEP by an assessment in Arizona.
3	Reclassified Fluent English Proficient (Reclassified FEP)	The overall result of this assessment shows the ELL student to be proficient. This student previously participated in an ELL program.
4	Initial Fluent English Proficient (Initial FEP)	The overall result of this assessment shows the student to be proficient. This student has never participated in an ELL program in Arizona.
5	English Language Learner After Reclassification (ELLAR)	The overall result of this assessment qualifies the student to be eligible to participate in an ELL program again. This student was previously Reclassified FEP in Arizona.
6	Continuing Fluent English Proficient (Continuing FEP)	This student was previously Reclassified FEP by assessment and is being monitored.  <i>Note: Students must be monitored for two years after being Reclassified FEP.</i>

## Assessment Proficiency Level Codes

Code	Description
PE	Pre-emergent
E	Emergent
B	Basic
I	Intermediate
P	Proficient

*Note: All code values used in SAIS are defined in "Data Transaction Code Value" available for download at <http://www.ade.az.gov/sais/saisdbdocs.asp>*



## ARIZONA ENGLISH LANGUAGE LEARNER ASSESSMENT

## Academic Performance Standards

## Student Report | Mickey Mouse

TEACHER: DISNEY  
SCHOOL: XYZ ELEMENTARY  
DISTRICT: XYZ UNIFIED  
GRADE: 5  
TEST DATE: 9/15/2006  
OTHER INFO:  
AZELLA LEVEL/FORM: Elementary/A

AGE: 10 Yrs 3 Mos  
STUDENT NO.:12345

## Learner Snapshot

Overall, Mickey scored a total of 645 points out of a maximum number of XXX points. This student's composite performance level is Intermediate.

## Total Composite Scaled Score

645

Performance Level

PE

E

B

I

P\*\*

Scaled Score

300

400

500

600

700

800

900

\*Ready to participate in a regular English program

		Max. Score Pts. Poss.	Score Pts. Earned	Scaled Score	Performance Level					Narrative
					PE	E	B	I	P	
	Listening	20	15	646				✓		Sojff a fajgjk gjajtiujjn gaja jgguuiouw t gjg gjjiouiguiuw afh hf a fqoyu iaoi 8q uu gfkankvo;j kajh hgahgo ghahg gah ga. Afkg glaug ajjnagij ajgia.
	Speaking	34	32	723					✓	Sojff a fajgjk gjajtiujjn gaja jgguuiouw t gjg gjjiouiguiuw afh hf a fqoyu iaoi 8q uu gfkankvo;j kajh hgahgo ghahg gah ga. Afkg glaug ajjnagij ajgia.
	Comprehension (Listening and Reading)	20	10	611			✓			Sojff a fajgjk gjajtiujjn gaja jgguuiouw t gjg gjjiouiguiuw afh hf a fqoyu iaoi 8q uu gfkankvo;j kajh hgahgo ghahg gah ga. Afkg glaug ajjnagij ajgia.
S A I S  D A T A	Oral (Listening and Speaking)	28	23	682				✓		Sojff a fajgjk gjajtiujjn gaja jgguuiouw t gjg gjjiouiguiuw afh hf a fqoyu iaoi 8q uu gfkankvo;j kajh hgahgo ghahg gah ga. Afkg glaug ajjnagij ajgia.
	Reading	40	23	579				✓		Sojff a fajgjk gjajtiujjn gaja jgguuiouw t gjg gjjiouiguiuw afh hf a fqoyu iaoi 8q uu gfkankvo;j kajh hgahgo ghahg gah ga. Afkg glaug ajjnagij ajgia.
	Total Writing	54	47	669				✓		Sojff a fajgjk gjajtiujjn gaja jgguuiouw t gjg gjjiouiguiuw afh hf a fqoyu iaoi 8q uu gfkankvo;j kajh hgahgo ghahg gah ga. Afkg glaug ajjnagij ajgia.

## Notes

- 1) All scores and corresponding Performance Levels shown in this example are for illustrative purposes only and have no correlation to any actual score and its corresponding Performance Level.
- 2) The terms "Performance Level" and "Proficiency Level" are synonymous for purposes of reporting assessment results to SAIS.



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## **SAIS Related ELL Student Assessment Rules for FY 2007**

1. Each student in a language program must have a record of an assessment administered within the current or past fiscal year in SAIS. The assessment date must be on or prior to the student's language program participation start date for the current school year.
2. The assessment administered on or prior to a student's language program participation start date must demonstrate that the student is in need of language program assistance. (Overall Assessment Result = New ELL, Continuing ELL, or ELL After Re-classification)
3. The date submitted for each sub-portion of the assessment must be the date the sub-portion of the assessment was administered.
4. The date submitted for each sub-portion of the assessment must be within the fiscal year identified in the header of the SAIS submission file.
5. Assessments may be administered on non-school days.
6. Assessment results may only be submitted by the Local Educational Agency that administers the assessment.
7. When adding an assessment record to SAIS, each of the following fields relating to a student's assessment result must be populated:
  - Oral Assessment Date
  - Oral Assessment Score (Scaled Score)
  - Oral Proficiency Level
  - Reading Assessment Date
  - Reading Assessment Score (Scaled Score)
  - Reading Proficiency Level
  - Writing Assessment Date
  - Writing Assessment Score (Scaled Score)
  - Writing Proficiency Level
  - Overall Assessment Result
  - Overall Total Composite Scaled Score
  - Overall Proficiency Level
8. When changing values for any sub-portion or any overall result of an assessment record that already exists in SAIS, all three elements pertaining to at least one sub-portion of the assessment must be submitted (i.e., Date, Score and Proficiency Level).
9. All assessment score elements (Oral, Reading, Writing and Overall Total Composite Scaled Score) must have a code value range of 100-999.
10. If "Continuing FEP" is used as the Overall Assessment Result Code, the submitted Overall Total Composite Scaled Score must be 999.
11. Only one assessment will be allowed to be recorded in SAIS per student per fiscal year for any individual district or charter holder.
12. If a properly formatted assessment transaction is submitted by a second district/charter holder within the same fiscal year as an assessment record that already exists in SAIS, SAIS will accept the transaction and issue a warning to the effect that a record for an assessment administered within the same fiscal year already exists in SAIS.
13. Students who have not reached 5 years of age by January 1 are ineligible for placement in an ELL program, and therefore, should not take a language assessment.
14. All students at all grade levels who are subject to taking the language assessment are required to attempt each sub-portion of the assessment. Scaled scores of 998 to indicate that a student has not attempted a sub-portion of the assessment that were used in previous fiscal years are no longer valid.



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## Upload/Download Procedures in SAIS (ELL Specific)

### Step-by-Step Instructions for Submitting (Uploading) Files to SAIS

1. Enter all information required for SAIS reporting into the student management system (SMS).
  2. Validate that the information is complete and accurate.
  3. Follow the procedures specified by the SMS vendor or local system developer necessary to create and save a submission file.
  4. Navigate to the Common Logon on the ADE web site at <https://www.ade.az.gov/commonlogon>
  5. Enter username and password.
  6. Select “Student Detail Data Interchange” from the Application Access Menu.
  7. Select the individual school for which you are submitting a file from the dropdown menu. If you are submitting a file at the district/charter holder level, leave the selection as it is initially displayed.
  8. Click “Upload Area”
  9. Enter the path and file name or “Browse” for the file you wish to submit. *(The extension of the file will be .sdf or .xml)*
  10. Click “Go”
- Notes:*
- *Though you will likely see a message that the file has been successfully submitted, it is still necessary to follow the directions below to check the file status.*
  - *File processing time may vary based on system activity.*
11. Click “Status Area”
  12. Enter information to limit the number of files returned by sequence number range, date range, or just click “Go” *(recommended)* to return all submitted files for the selected fiscal year.

### File level status messages

File level status messages relate to the file as a whole.  
Submitted file status includes:

- **File Waiting to be Processed**
- **File Being Processed/Pending** – The submitter should not make subsequent submissions while files are processing or pending. It is strongly suggested that the submitter wait for the status message to change to show that processing is complete before downloading results and/or submitting another file. *(Sample messages: File is being processed, File is waiting to be processed, File processed, but contains transactions pending student matching)*
- **Rejected File** – No individual transactions are processed when a file is rejected. The submitter must address the problems that caused the file to reject and resubmit the file. *(Sample messages: File rejected due to validation errors, File rejected due to invalid header)*
- **Accepted File** – A file that is accepted may be error free or contain errors in individual transactions. *(Sample messages: File processed successfully, File processed with errors)* In either case, since the submitted file was processed, the next submitted file must contain the next file sequence number. If a file contains transactions with errors, the submitter should resolve the errors attributed to individual transactions. If errors are appropriately addressed prior to the creation of the next submission file, the SMS should automatically include transactions containing the missing or previously inappropriate transaction elements.

*Clarification: A file may be accepted even though it contains individual transactions that may be rejected. Example: XYZ Elementary School submits a file that is accepted. Transactions submitted for one or more individual students may process successfully while other transactions may be rejected. Rejected transactions generate a transaction level error message.*



## Step-by-Step Instructions for Downloading Results from SAIS

SAIS generates several files and reports which are available for use by submitters through a download process. The instructions below are for downloading the reports that are specific to ELL Programs.

### SDELL71, SDELL72 or SDELL70

*Note: Skip steps 1-4 if you are already on the Student Detail Data Interchange and have chosen the appropriate school from the dropdown list of available schools.*

1. Navigate to Common Logon on the ADE web site at <https://www.ade.az.gov/commonlogon>
  2. Enter username and password.
  3. Select “Student Detail Data Interchange” from the Application Access Menu.
  4. Select the individual school for which you wish to view reports from the dropdown menu.
  5. Click “Download Area”
  6. Verify or enter the fiscal year for which you wish to view a report.
  7. Choose from SDELL71, SDELL72 or SDELL70. (SDELL70 requires a SAIS ID to be entered)
  8. Select the appropriate format. Choose from Portable Document Format, XML or Simple Text
- Note: We normally recommend using Portable Document Format (PDF) to view these reports. This requires the use of Adobe Acrobat Reader. A free version of Acrobat Reader is available for download at <http://www.adobe.com>*
9. Click “Go”
  10. Determine if the report is to be saved and if so, where it will be saved, or open the report for viewing and/or printing.

## Student Integrity Status Report

*Note: Skip steps 1-4 if you are already on the Student Detail Data Interchange and have chosen the appropriate school from the dropdown list of available schools.*

1. Navigate to Common Logon on the ADE web site at <https://www.ade.az.gov/commonlogon>
2. Enter username and password.
3. Select “Student Detail Data Interchange” from the Application Access Menu.
4. Select the individual school for which you wish to view a Student Integrity Status Report from the dropdown menu.
5. Click “Download Area”
6. Verify or enter the fiscal year for which you wish to view the report.
7. Select Student Integrity Status Report.
8. Select the appropriate format. Choose from XML or Simple Text

*Note: We normally recommend using XML format to view this report. Depending on computer configuration, some users may have to save the file before it will open. Those who use Microsoft Windows XP may be able to set some security settings to enable the file to open directly in a browser window without first saving it.*

9. Apply the filter to show only ELL related integrity messages if desired.
10. Leave “Retrieve Failures Only” set to “Yes” unless you wish to view integrity warnings as well as failures.
11. Click “Go”
12. Determine if the report is to be saved and if so, where it will be saved, or open the report for viewing.
13. If the report was downloaded in XML format, and if error messages exist, click on red exclamation marks to open each record for viewing or click on “Expand All.”

Requesting District ID: 00-02-98

Requesting District Name: XYZ Unified School District

School CTDS: 00-02-98-001

School Name: XYZ Elementary School

Integrity  
Result

Failed

Public SAIS ID	Last Name	First Name	Gender	Language Status	Track	Grade	Program	Service Entry	Service Exit	Withdrawal Reason
11223344	Penguin	Penelope	F	Continuing	1	5	A	08/14/2006	-	N/A

Integrity  
Result

Passed

Public SAIS ID	Last Name	First Name	Gender	Language Status	Track	Grade	Program	Service Entry	Service Exit	Withdrawal Reason
456789	Bear	Fozzy	M	New	1	KG	A	08/14/2006	-	N/A
8765432	Frog	Kermit	M	New	1	1	A	09/12/2006	-	N/A
888888	Piggy	Miss	F	New	1	4	A	09/13/2006	-	N/A
1234567	Duck	Donald	M	Continuing	1	5	M	08/14/2006	-	N/A
2345671	Mouse	Mickey	M	Continuing	1	5	A	08/14/2006	-	N/A
555666	Upagus	Snuffle	M	Continuing	1	7	M	08/14/2006	09/29/2006	Withdrawn from School

\*Student has a valid Need, but no associated program/service for this Need.